

Health-Saving Competence of Teachers is an Important Indicator of Their Professional Activities

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Abstract: The article deals with the issues of developing the health-saving competence of teachers, which contributes to improving the quality of education, preserving and strengthening the health of students and considered as an important indicator of the professional activity of teachers.

Keywords: health, health-saving competence, students, teachers, professional activity.

Currently, in preparing students for future professional activities, in the context of educating a responsible attitude to the preservation and strengthening of mental, physical and spiritual health, considering it as the highest universal value, providing for the formation of a healthy lifestyle among students, the creation of optimal learning conditions that generally contribute to ensuring the proper quality of education, the problems that are at the center of the social policy of the Republic of Uzbekistan.

This is evidenced by the adoption in the Republic of a number of legal documents, such as the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, the Decree of the President of the Republic of Uzbekistan dated January 25, 2018 UP-5313 “On additional measures to radically improve the system of general secondary, secondary specialized and vocational education”, Decree of the President of the Republic of Uzbekistan dated August 18, 2018 PP-3907 “On measures to raise the system of spiritually agile and physically harmonious education of young people, their education and upbringing and others” to a qualitatively new level, etc. [1.2.3.4.].

In all these documents, it is emphasized that in the professional training of future teachers of any discipline, health issues should take their due place in their professional competence. As you know, professional competence involves “the formation on the basis of general secondary education of such professionally significant qualities for the individual and society that will allow a person to most fully realize himself in specific types of labor activity that correspond to the socially necessary division of labor and market incentive mechanisms”. [5, p. 546].

In this regard, each teacher of an educational institution is called upon to solve the following tasks:

- understand the importance and necessity of introducing health-saving work into their activities;
- to identify the relationship between the health-saving function of a teacher and the quality of education;
- constantly create a health-saving learning environment and improve their professional competence in advanced training courses and in the process of self-education;
- use innovative health-saving education technologies in order to improve the quality of education.

In their activities, future education specialists should be prepared for:

- providing all stages of education with quality that meets the requirements of innovative development of the economy, advanced international experience to the modern needs of society;
- revealing the health-saving potential of each participant in the educational process, taking into account age, individual, gender characteristics and health status;
- to the development of human capital as an important factor indicating the level of competitiveness of students in the labor market, which becomes possible if students are physically strong, mentally developed and endowed with high spirituality.

Each student preparing for the upcoming professional activity of a teacher must acquire solid knowledge about the psychological and physiological capabilities of students, to have information about the health-saving potential of the individual in order to promote the development of students' ability to think creatively, increasing analytical abilities, the ability to apply knowledge in real life, to carry out a creative function of health [6].

At present, every teacher should know that the renewal of education should not be implemented by increasing mental and physical stress, including in distance learning, which, with some effort, can affect the health of students.

It should be noted that teachers working in presidential schools specialized in teaching STEAM disciplines (science, technology, engineering, art and mathematics), which are considered difficult subjects in the context of health care, should be especially careful, since these subjects cause an increase in the load on mental activity and lead to the development of fatigue and overwork in students.

This requirement also applies to work with gifted and disabled children who need an individual approach to each child in order not to exceed the threshold of tolerable loads and lead to a negative impact on the health of students.

In the context of the foregoing, the problem of improving the health-saving training of comprehensively developed personnel at the stage of secondary professional education, including primary professional schools, professional colleges and professional technical schools, is actualized [7].

It should be noted that only teachers with the necessary health-saving competence will be able to ensure the professionalism of a future specialist who has chosen a particular profession, possessing the relevant knowledge for this, including health-saving, skills and abilities to ensure safe work activities, know safety precautions and basic labor protection requirements.

It should be noted that health-saving professional information and education should be aimed at the fact that a specialist is called upon to be physically, mentally and spiritually healthy, to know the socio-economic, psycho-physical characteristics of the chosen profession. A special place is occupied by the education of the value attitude of the individual to health, since health is one of the key values that contribute to the progressive socio-economic and cultural development of society [8].

At the same time, it is necessary to improve the professional orientation of students on the basis of the integration of professional knowledge, qualifications and competencies with health-preserving ones.

Future employees of educational organizations should be aware of the factors that adversely affect health, as well as take actions that contribute to maintaining health: compliance with the implementation of the main components of a healthy lifestyle - an active motor regime, including physical education and sports, the implementation of personal and general hygiene rules, the principles of the regime day, respect for the environment, prevention of injuries, accidents and bad habits, proper sex education and reproductive health, compliance with the requirements,

mental hygiene of interpersonal relationships, training and education, which generally leads to the development of health-saving competencies.

The development of the health-saving competence of teachers will be successfully carried out only if a health-saving learning environment is provided. Since the health of students is characterized by its balance with the environment, which ensures the exclusion of the occurrence of any disease states and the influence of negative factors on the state of health, including those arising through the fault of teachers.

The presence of health-saving competence among teachers will allow them to conduct a comparative analysis and assessment of the level of health, physical development and physical fitness with indicators of mental performance and the quality of education and make timely adjustments to the educational process [9].

An increase in the health-saving competence of a teacher is facilitated by the use of modern health-saving technologies in the educational process, which contribute to the successful assimilation of knowledge on the preservation and promotion of health, the acquisition of practical skills in implementing a healthy lifestyle, and increasing health potential. Currently, the following health-saving technologies have gained wide popularity:

- medical and hygienic technologies aimed at monitoring the creation of hygienic conditions in accordance with the requirements of the Sanitary Rules and Norms;
- sports and recreational technologies aimed at improving the physical development, physical fitness and health status of the individual;
- environmental health-saving technologies aimed at ensuring environmentally optimal living conditions;
- life safety technologies aimed at improving information literacy on this issue;
- health-saving educational technologies, involving the use of psychological and pedagogical techniques, methods and technologies related to solving problems of maintaining health [10].

Thus, the targeted development of the health-saving competence of teachers is an effective way to improve the health potential of students and improve the quality of education.

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